



ST JOSEPH'S
CATHOLIC PRIMARY
SCHOOL

Behaviour Policy

Version:	1
Date created/updated:	01.09.2023
Ratified by:	Local Governing Body
Date ratified:	10.10.2023
Date issued:	10.10.2023
Policy Review Date:	01.09.2024
Post Holder Responsible for Review:	Principal



Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This behaviour policy has been approved and adopted by St Joseph's Catholic Primary School on 10.10.2023 and will be reviewed in September 2024.

Signed by the Chair of the Local Governing Body for St Joseph's Catholic Primary School:

John Coyne



Signed by the Principal for St Joseph's Catholic Primary School:

Anthony Wilkes



School Mission Statement

In following the Gospel values of Jesus, we are called to love, to learn and to respect one another.

Underlying Principles

Schools are places of learning and it is important that behaviour is managed so that the aims of the school can be achieved. The purpose of a behaviour policy is to support this process through:

- The creation of a positive and orderly atmosphere where teaching and learning can take place
- The creation of a safe and secure learning environment for pupils and staff through the clarification of expectations, roles, rights and responsibilities
- The reduction of teacher stress through the identification of effective systems and practices
- Addressing the demands of changing conditions and approaches

(Clare and Murray 2000)

Vision and Aims

Our vision at St. Joseph's is to provide a safe, orderly environment where children can learn and flourish; where all members of the school community treat each other with courtesy and respect at all times.

The aims of the behaviour policy are:

- To create an environment which encourages and reinforces good behaviour
- To create an environment where all children are valued and feel safe from bullying and/or discriminatory behaviours
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy.

Introduction

Good behaviour is an important aspect for creating a positive learning environment. This policy therefore forms a key part of the contract between the school, staff, parents and children to enable all children to develop to their full potential.

Part of the ethos of our school must be about respect and consideration for all its members, looking for the best in each other and thinking of other people and their feelings. We feel that our policy must be positive and that we encourage and look for behaviour worthy of praise. This includes positive comments to children about helpfulness, consideration, showing respect and co-operation.

We believe in an open-door policy towards parents in school and positive comments about their child's behaviour are frequently passed on.

As a Catholic school part of our own behaviour and teaching must also be about forgiveness where a new day brings a new beginning.

All staff, parents and children should make themselves aware of the policy and work together to ensure the outcomes and aims can be fully met in creating the right learning environment for children.

School Environment

We aim to create an environment that is interesting and stimulating and to also encourage respect for the school and the school community.

We endeavour to:

- Develop positive working relationships with children
- Set high standards of speech, manners and dress
- Encourage and praise those displaying good behaviour
- Address misbehaviour

In our classrooms we need to create and sustain a positive, supportive and secure environment.

We endeavour to:

- Encourage children to become independent in the classroom, including being prepared for lessons
- Reward work and behavioural achievement
- Mark work constructively, setting targets for learning where appropriate
- Keep a clean, attractive and stimulating classroom environment
- Have interesting and interactive classroom displays
- Extend, enrich and motivate all children.

Our School Rights

There are four basic rights for both adults and children in our school:

- The right to feel and be safe
- The right to learn
- The right to be treated with respect
- The right to be the person God wants me to be

Everyone has the responsibility to protect these rights through their own behaviour and actions.

- The responsibility to make sure others feel and are safe
- The responsibility to allow others to learn in class
- The responsibility to treat others as we would like to be treated
- The responsibility to allow others the opportunity to develop as God wants them to be

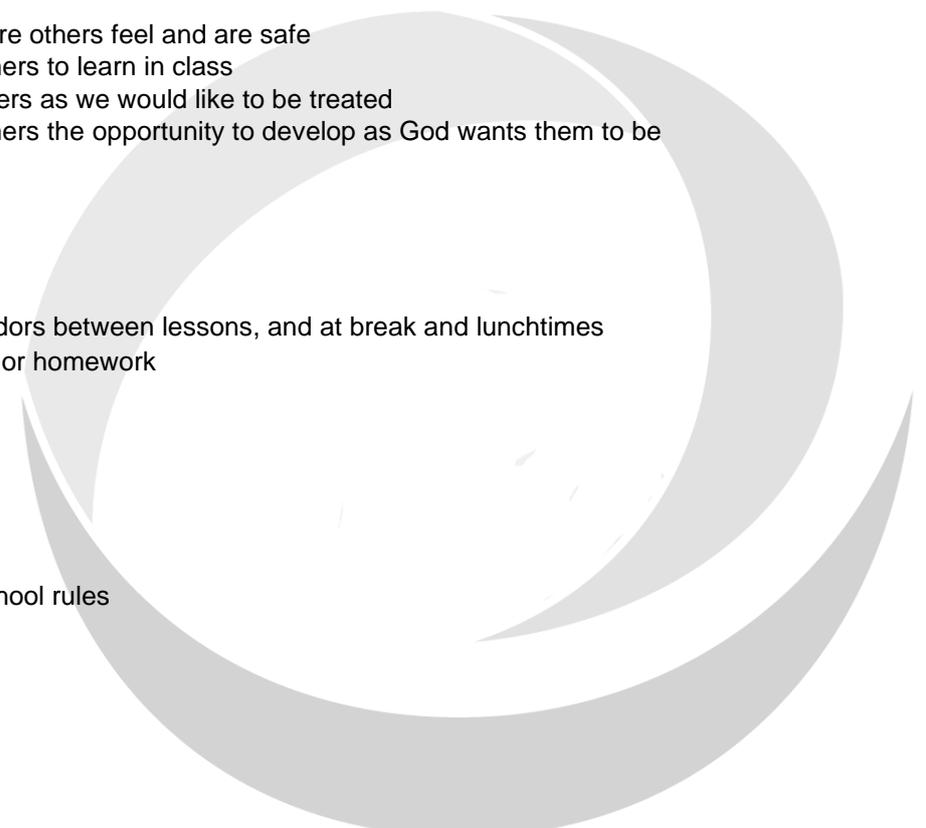
Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying



- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, vapes and cigarette papers
- Fireworks
- Pornographic images •

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

This list is not exhaustive.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Bullying is a form of child on child abuse.

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

Bullying can include:

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting

Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Child on Child Abuse	This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline

Whole School Behaviour Management Process

At St Joseph's, great emphasis is placed on rewarding good behaviour displayed by children. All children are allocated to one of four 'Houses', namely: St. Matthew, St. Mark, St. Luke and St. John.

House points will be issued for good and exceptional behaviour and work (ranging from 1 to 3 points). House points are collated at the end of each week and the winning house announced during the weekly 'Gifts from God' assembly on Fridays. The winning house over the term will be rewarded with an extra prize for their efforts. This will be decided by the school staff i.e. additional playtime etc.

In addition to this, **one child** will be chosen from each for Good Work and also for displaying the Catholic virtues (Catholic Schools Pupil Profile). Staff can also send a child to the Vice Principal/Principal for exceptional work.

An additional pupil motivator is the weekly attendance trophy which will be awarded to a class which has the best attendance each week. The class with the best attendance at the end of the year will be awarded a special prize, this could be a visit to a place of interest. Attendance certificates will also be given to pupils at the end of each term for 100% attendance. Pupils with 100% attendance for the entire year will be placed in a raffle to win a special prize.

The school follows Paul Dix's approach to behaviour management from his publication: 'When the adults change, everything changes.'

This includes following 'The Five Pillars of Pivotal Practice'

1. Consistent, calm adult behaviour – consistency, adult behaviour, emotional control, teacher expectations
2. First attention to best conduct – rewards, recognition, praise, motivation, engagement
3. Relentless routines – rules, routines, follow-up, teacher habits, non-verbal cues,
4. Scripting difficult interventions – de-escalation, disruption, delivering sanctions, confrontation

5. Restorative conversations – restorative practice, structuring sanctions, working with the most troubled, developing relationships

Dealing with inappropriate behaviour:

In terms of daily behaviour management, the following 'Ten Steps to Certainty' will be followed:

1. When a child's behaviour escalates take them back to the original behaviour before you deal with the secondary behaviours.
2. Display your consistency clearly on the walls of the classroom. Encourage the children to keep you on track.
3. Manage escalating inappropriate behaviour with an emotionless, almost scripted response.
4. Use phone calls and positive notes home to reinforce your positive certainty.
5. Map rules, routines, learning habits and rituals for individuals and for specific activities that are becoming difficult to manage.
6. Have a clear tariff for appropriate and inappropriate behaviour - send it home to parents.
7. Use the term when you are speaking to children about their behaviour: 'if you choose to stay on task throughout this activity you can be certain that I will catch you and give you praise and reward. If you choose to ignore the routine/ you can be certain that you will receive a sanction that I will enforce'.
8. Continue to focus on consistent habits and routines even though it can be challenging at times.
9. Resist the temptation to deal with minor indiscretions with high level sanctions.
10. Aim to deliver and execute on the same day so that every child can start each day with a clean sheet.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils will know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil to another class for a fixed, short time
- A verbal reminder of the expectations of behaviour
- A period of reflection at break time
- Setting of written tasks such as an account of their behaviour
- Expecting unfinished work to be completed at home, or at break or lunchtime
- Loss of break/lunchtime
- Loss of privileges
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing to a behaviour contract or targets

For other more serious levels of misbehaviour the following may be used:

- The Vice Principal/Principal will be informed at an earlier stage if the child's behaviour puts himself/herself or other people in the classroom at risk.
- Putting a pupil on a behaviour report
- Suspension
- Permanent exclusions, in the most serious of circumstances
- There may be times when the use of reasonable force may be required to either control or restrain a child to keep themselves or others safe from harm.

- An electronic recording of behaviour incidents will also be implemented through the school's introduction of a new Management Information System (Arbor).
- If a child continues to exhibit behaviour that is a concern, it may be necessary to call in outside agencies to support, e.g. Behaviour Support Service, Educational Psychology Service etc.
- Teachers also have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable." Further information regarding these powers are outlined within the DfE document 'Behaviour and discipline in schools' (January 2016). In all cases of misbehaviour, a pupil can only be disciplined on school premises. Teachers may discipline for misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school
 or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - pose a threat to another pupil or member of the public or
 - could adversely effect the reputation of the school.
- A discussion with the Principal/Vice Principal will take place before any sanctions are issued with regard conduct outside the school gates.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

**The school will consider and make reasonable adjustments to the behaviour policy for SEND children, in line with the Equality act (2010) and DfE Behaviour in Schools guidance (2022).*

Playtime and Lunchtime Procedures

Staff/lunchtime supervisors on duty must make-reference to the school rights when dealing with incidents of misbehaviour. The same key principles will be used to reward good behaviour and also address any misbehaviour.

- For serious incidents of misbehaviour i.e. fighting, a member of the Senior Leadership Team (SLT) will be informed immediately.
If additional support is required a card with a red triangle will be sent to the school office so that a member of the SLT can assist.
- All incidents of misbehaviour must be reported to the child's class teacher and recorded on the school's MIS system (Arbor)
- Prefects (Year 6) are on duty at lunchtime to support with activities on the KS1 playground. Equipment for children to play with must be provided on each playground during lunch periods.

Use of Reasonable Force

- As in accordance with the Department for Education guidance (2011) there may be occasions where members of staff have to use 'reasonable' force to prevent pupils committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. The term 'reasonable' refers to the means of using no more force than is needed. This force can range from guiding a pupil by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.
- All members of staff have a legal power to use reasonable force. Further training for members of staff to manage incidents of misbehaviour through de-escalation and positive handling is delivered by the Local Authority.
- After each incident where physical restraint/control has been used to manage a child's behaviour this will be recorded
- The school will refer to the guidance provided by the Department for Education (DfE) namely 'Use of Reasonable Force – advice for school leaders, staff and governing bodies.'

Anti-Bullying Policy

At St. Joseph's we regard bullying and its impact seriously because it undermines and is in contradiction to the Gospel values and Catholic virtues which should permeate the life of the school. Bullying is a form of child on child abuse and will not be tolerated. Children and parents should be assured that known incidents of bullying will be responded to. We encourage all children and adults to work against and to report any incidents of bullying (including any incidents of cyberbullying). We aim to prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying).

Responding to Incidents of Bullying

The school does not hold a threshold for the reporting of bullying. All reported incidents of bullying will initially be recorded as a bullying incident before an investigation takes place.

- All known/reported incidents of bullying will be investigated by the class teacher and SLT
- The DSL will also be involved in the investigation as bullying is a form of child on child abuse and a safeguarding issue
- A 'conference' of all parties is often very successful, with the child who has been bullied confronting the child who has displayed bullying behaviour in a safe environment
- The child who has been bullied will be given the opportunity to discuss her/his feelings with a member of staff of their choice.
- The child who has displayed bullying behaviour will be asked how to put things right
- The child who has displayed bullying behaviour may face a range of sanctions including periods of time out, withdrawal of privileges, and in serious cases an internal exclusion from class or a suspension may be issued
- Parents of the child who has been bullied may also be questioned about the incident or about any concerns that the child may be having
- All Actions and outcomes will be recorded.
- It must be made very clear to any child or adult involved in bullying behaviour that it is against the teachings of Jesus and has no place in the life of St. Joseph's School. There is a zero tolerance approach to bullying at St Joseph's Catholic Primary School.
- The situation will be monitored by all the adults involved.
- Outside agencies may be invited to become involved, if the problem is serious.
- If parents do not feel the situation has been properly resolved they should follow the School's Complaint Procedure.

Roles and Responsibilities

An active partnership between parents and school offers great benefits and all parties involved need to play an active role in promoting good behaviour and creating the right atmosphere for learning.

Parents' Role

Parents should:

- Have responsibility for pupils arriving at school on time*
- Ensure that correct school uniform is worn
- See that pupils are provided with the correct P.E. and swimming kit and any books or equipment needed for their work
- See that homework is completed
- Co-operate with the school in matters of discipline and reinforce the school's efforts at home.

*All requests for holiday during term time will be unauthorised unless this is due to an exceptional circumstance. Examples of exceptional circumstances include the death of a close relative to the child i.e. father, mother, sibling or time allocated for a parent serving in the armed forces etc. This will always be reviewed on an individual case basis.

Penalty Fines

Leave of absence – Under the Education (Pupil Registration) (England) (Amendment) Regulations 2013 a Head teacher/Principal MAY NOT authorise a leave of absence in term time for a holiday. A Head

teacher/Principal MAY (at his or her own discretion) authorise absence for exceptional circumstances. An application for a leave of absence must be made in writing to the school.

If you take a leave of absence which **is not authorised** by the school **you may be issued with a fixed penalty fine** via the Education Investigation Service. A penalty fine can also be issued for:

- Unauthorised absence from school
- Being identified out of school on a truancy sweep

Suspension – If your child is excluded from school and during the first six days of suspension, he or she is identified in a public place **you may be issued with a fixed penalty fine** via the Education Investigation Service.

Details of fines can be found on the Education Investigation Service website.

Parenting orders

Parenting orders may be issued by magistrates following the conviction of parents or carers or on the application of the local authority for failing to send their child to school regularly. As part of the parenting order, you will be required to:

- fulfill certain tasks such as taking your child to school each day
- attend parenting guidance sessions

If you fail to do this, you will be in breach of a court order. This matter will return to court and further fines could be imposed.

Prosecution

If you fail to meet all of the above, you may be prosecuted. This could result in each parent or carer receiving a fine of up to £2,500 and / or three months imprisonment for failing to ensure your child regularly attends school.

The Local Governing Body

- The Local Governing Body is responsible for:
- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Principal
- Monitoring the policy's effectiveness
- Holding the Principal to account for its implementation

The Principal

- The Principal is responsible for: Reviewing this policy in conjunction with the Local Governing Body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teacher's role

Teachers need to create an atmosphere for good learning and must seek to:

- Establish a calm and purposeful atmosphere.
- Provide teaching and learning which engages and stimulates children and includes differentiation.
- Praise and encourage whenever possible.
- Have high expectations of pupils in achievement and behaviour.
- Be positive and constructive.
- Ensure that work requirements of pupils are clearly set out and explanations are clear.
- Handle any misbehaviour quickly and calmly.
- Set clear goals for each activity and ensure they are understood by all the pupils.
- Ensure that seating arrangements are suitable and appropriate resources are available.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals

School behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other, including any visitors to the school Use of manners is expected for all children
- In class, make it possible for all pupils to learn
- Move quietly around the school Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Reflect on our British and Catholic Values to help support our behaviour
- Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Mobile phones

- Pupils are not to bring Mobile Phones into school
- The only exception to this rule is if, under exceptional circumstances, it has been agreed with the Principal that the child is allowed a mobile phone in school or

- As part of Year 6 transition, a parent has asked for a mobile device to be brought into school to support the child making their own way home.
- This is done with the permission of the Principal.
- No mobile phones are to be left in bags or classrooms.
- All mobile phones must be given in to the Main Office at the beginning of the day and collected only at the end of the school day.

Safeguarding

- The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
- We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
- Please refer to our child protection and safeguarding policy for more information.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Searching_screening_and_confiscation_in_schools_-_GOV.UK_(www.gov.uk).pdf)

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

- Searches will only be carried out by a member of staff who has been authorised to do so by the Principal such as DSLs, or by the Principal themselves.
- Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.
- An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:
- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or It is not reasonably practicable for the search to be carried out in the presence of another member of staff
- When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.
- If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil.
- During this time the pupil will be supervised and kept away from other pupils.
- A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.
- An appropriate location for the search will be found. Where possible, this will be away from other pupils.
- The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk

- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation. If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.
- If they still refuse to co-operate, the member of staff will contact the Principal to try and determine why the pupil is refusing to comply.
- The authorised member of staff will then decide whether to use reasonable force to search the pupil.
- This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items but not to search for items that are only identified in the school rules. The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt) Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

- Possessions means any items that the pupil has or appears to have control of, including:
 - Desks
 - Lockers
 - Bags
- A pupil's possessions can be searched for any item if the pupil agrees to the search.
- If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.
- An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.
- If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

The staff member who carried out the search should inform the DSL without delay.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Possesses a threat to another pupil
- Could adversely affect the reputation of the school
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

- The school can issue behaviour sanctions to pupils for online misbehaviour when:
- It poses a threat or causes harm to another pupil It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Principal will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be: Proportionate Considered Supportive Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police
- Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the

school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Approaches may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
Training for staff in understanding conditions such as autism
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction? Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?
- If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.
- The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC

plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint (TeamTeach – appropriate staff)
- The needs of the pupils at the school How SEND and mental health needs impact behaviour
- Behaviour management will also form part of continuing professional development.

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the Principal/Vice Principal. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic
- The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

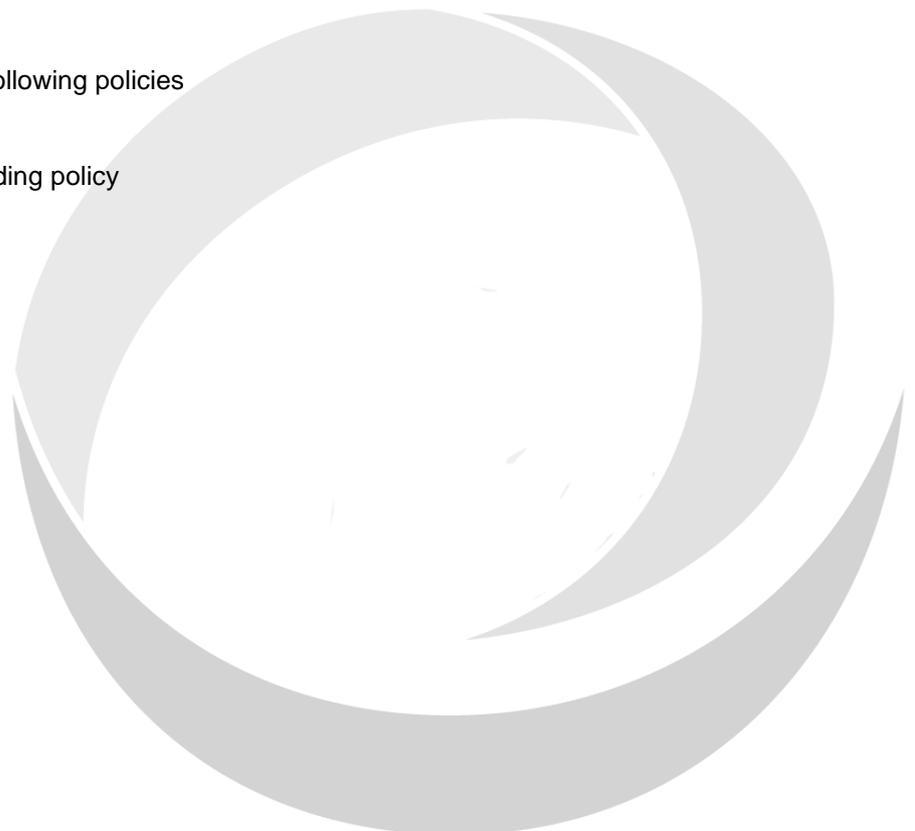
Monitoring this policy

This behaviour policy will be reviewed by the Principal and the Local Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Principal. The written statement of behaviour principles will be reviewed and approved by the Local Governing Body annually.

Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Care and control policy
- Attendance policy
- Uniform policy



Associated Resources:

1. [Behaviour in Schools - Advice for headteachers and school staff \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
2. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
3. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
4. <https://www.gov.uk/government/publications/school-exclusion>
5. [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk)<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. <https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>
7. Paul Dix 'When the adults change, everything changes'
8. [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
9. [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
10. [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
11. [What maintained schools must publish online - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Legislation, statutory requirements and statutory guidance This policy is based on legislation and advice from the Department for Education (DfE) on:



Risk assessment following serious incident

This risk assessment has been put in place by the DSL and DDSL following an incident at lunchtime whereby

HAZARD	Risk	WHAT ARE YOU DOING ALREADY?	DO YOU NEED TO DO ANYTHING ELSE TO CONTROL THIS RISK?	ACTION: WHO?	ACTION: WHEN?	DONE

